STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

March 5, 2014

**MEMORANDUM**

TO:        State Board of Education

FROM:      Michael P. Flanagan, Chairman

SUBJECT:   Approval of Revised School Improvement Framework and District Improvement Framework Documents and Process

The School Improvement Framework (SIF), last approved by the State Board of Education (SBE) in 2005, resulted in the development of tools that allowed schools to self-assess the district and school supports for student achievement.  Following presentation to the SBE at its January 14, 2014 meeting, the Michigan Department of Education (MDE) sought public review and comment on the Revised School Improvement Framework and District Improvement Framework Documents and Process during January and February 2014.

Comments and recommendations were received from educators through stakeholder meetings and a school/district pilot; and from the public through an online public review process.  The MDE has carefully considered these comments and recommendations and incorporated them into the final documents submitted to the SBE for approval.  Attachment A is the School Improvement Framework.  Attachment B is the District Improvement Framework.

It is recommended that the State Board of Education approve the Revised School Improvement Framework and District Improvement Framework Documents and Process as described in the memorandum dated March 5, 2014.

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608 WEST ALLEGAN STREET  ●  P.O. BOX 30008  ●  LANSING, MICHIGAN 48909
www.michigan.gov/mde  ●  (517) 373-3324

# SCHOOL IMPROVEMENT FRAMEWORK 2.0

March 2014

MICHIGAN Department of Education

# Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning and guide instructional decisions.

## Standard 1: Curriculum

The school has an aligned, coherent plan for curriculum, instruction, and assessment that serves as the basis for instructional staff's and students' active involvement in the construction and application of knowledge.

### A. Alignment

- The written curriculum references Michigan's standards as adopted by the State Board of Education.
- The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
- Curriculum documents include guidance for accommodations and modifications for all learners.
- A systematic and documented process is used to collaboratively review the school's written curriculum for alignment to state standards and district curriculum.

### B. Coherence

- Curriculum is clearly communicated to stakeholders (students, staff, families, community members, partnering agencies) in a manner they can understand.
- All instructional staff have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects.
- Student learning outcomes are well defined, monitored, and measured.
- Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- Instructional staff engages in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).

## Standard 2: Instruction

A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research-based instructional practices, aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

### C. Instructional Design

- Instruction is collaboratively planned to align to the district's written curriculum.
- Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessments.

- Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices, and rigorous thinking.
- Instruction is designed to meet the learning needs of all students.
- Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

**D. Effective Instructional Practices**
- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.

**E. Learning Environment**
- The school culture is one of high academic expectations for all.
- High expectations for students are accompanied by appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
- Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for instruction and learning.
- School and classroom behavioral expectations are communicated to staff, students, and families and enforced consistently to support student success.

**F. Reflection**
- Instructional staff collaborates to review, reflect, and refine their instructional practices based on multiple assessments such as formative and/or benchmark assessments, observations, and student work.
- Instructional staff reflects on the effectiveness of the instructional design, appropriateness of resources, and research-based strategies, and make necessary adjustments.
- Feedback from students is solicited and reflected upon in order to improve the learning environment to support student success.

## Standard 3: Assessment
Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

## G. Assessment System

- The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
- District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.

## H. Shared Understanding

- All instructional staff can communicate the appropriate purposes and uses of assessment.
- Assessment results are shared and discussed with instructional staff in a timely manner and useful format.
- Reports of student data are communicated to students and families in a manner they can understand.

## I. Data Analysis and Decision-Making

- Instructional staff use an intentional, structured process to use academic and non-academic data to inform instructional decisions.
- Instructional staff use a combination of student achievement, demographic, process, and perception data over time to make informed instructional decisions to meet individual student needs.
- Instructional staff collaboratively analyze assessment data to reach a shared understanding and make changes to instructional practice.
- Assessment data are used to place students, monitor progress, and drive timely interventions.

## J. Student Involvement in the Assessment Process

- Students understand the criteria and expectations for demonstrating their learning.
- Students receive descriptive feedback based on student performance, as well as guidance on how to improve.
- Students are taught how to self-assess and plan for improvement.
- Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

# Strand II: Leadership for Learning

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families.  Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement.  School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

## Standard 4: Instructional Leadership

School leaders facilitate the development and implementation of a shared vision, guide and support teaching for learning, and ensure a focus on results.

### K.  A Vision for Learning

- School leaders collaboratively create, and communicate a shared vision for learning aligned to the district vision.
- The school's mission and school improvement goals are aligned with the vision for learning.
- The vision includes high expectations of learning for students and staff.
- The vision is understood and supported by students, staff, families, and community members.

### L.  Guidance and Support for Teaching and Learning

- The improvement process needed to achieve the vision, mission, and goals is facilitated by school leaders.
- School leaders are knowledgeable about Michigan's state standards and the implications for teaching and learning.
- School leaders are knowledgeable about research in the areas of curriculum, instruction, and assessment practices.
- School leaders identify, support, and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices, and quality assessment practices.
- School leaders monitor and provide feedback within the school and to the district, about the implementation of curriculum, assessment, and instructional practices.

### M. Results – Focused

- School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- School leaders use data to hold themselves and others accountable for progress.
- School leaders support the process/system that allows teams to delve into the implications of data.
- School leaders guide and facilitate a well-defined process to periodically collect, analyze, review, and report the results of student assessments.

## Standard 5: A Culture for Learning
School leaders create a culture that ensures success for all students and staff.

### N. Safe and Supportive Environment
- School leaders work to intentionally develop relationships that model respect, trust, collaboration, and high expectations for all.
- School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
- Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
- Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
- Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

### O. Shared Leadership for Learning
- Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
- All staff have the opportunity for leadership roles within the school.
- Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
- School leaders support the development of collegial relationships and high performing teams.
- Opportunities are provided for students, family, and community members to develop leadership capacity and assume leadership responsibilities.

## Standard 6: Organizational Management
School leaders plan, allocate resources, and implement systems and processes to support teaching and learning.

### P. Communication Systems
- School leaders plan, implement, and continuously improve the communication systems to inform, engage, and gather input from students, instructional staff, families, and the community.
- School leaders utilize a variety of appropriate communication tools and approaches.
- School leaders implement communication systems to address diversity in language and culture.
- The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

**Q. Intentional Practices**

- There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
- Working collaboratively, school leaders develop, implement, monitor, and evaluate a well-articulated school improvement plan aligned to the established vision, mission, and school needs.
- School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.  School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).

**R. Resource Allocation**

- Multiple sources of data are used by school leaders to prioritize resource allocations.
- Working within district guidelines, school administrators identify, assign, promote, and retain those with qualifications and proven results in serving the school's mission.
- School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
- Students with high needs are a priority when budget and resource allocation decisions are made.
- School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability, and allocation of resources.

# Strand III: Professional Learning

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

## Standard 7: Professional Learning Culture

Instructional staff have multiple opportunities to participate in collaborative professional learning that emphasizes collective responsibility to support student success.

### S. Collaborative Teams

- A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
- Structures and systems are in place for collaborative planning time for learning teams.
- Teams utilize protocols and collaboration time effectively.
- Instructional staff collaborate regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

### T. Collective Responsibility

- Instructional staff teams and individuals take active roles in creating and leading professional learning.
- Instructional staff hold one another accountable for implementing what is learned from professional learning.
- Instructional staff hold one another accountable for the improved student performance that should result from the implementation of professional learning.

## Standard 8: Professional Learning System

Professional learning is systemic, data-driven, differentiated, and aligns with the school improvement plan. It is supported by the school and district and occurs within a collaborative culture.

### U. Purposeful Planning

- Student and instructional staff outcome, demographic, process, and perception data are used to identify and align professional learning priorities.
- Professional learning outcomes are developed specifically to address school improvement strategy areas.
- Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
- Professional learning is differentiated to meet the individual needs of instructional staff.
- Professional learning is designed to include a process to monitor and evaluate implementation and impact.

**V. Impact of Professional Learning**

- Instructional staff understand and can articulate the professional learning outcomes and expectations.
- Instructional staff implement skills learned in professional learning as intended.
- Instructional staff receive feedback and support to fully implement new learning.
- School leaders monitor the extent to which professional learning impacts adult instructional practices.
- School leaders monitor the impact of changed adult instructional practices on student achievement.
- Sufficient resources exist to ensure fidelity of implementation of the professional learning.

# Strand IV: School, Family and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

## Standard 9: Communication

The school uses a variety of approaches to ensure that communications are two-way, ongoing, relevant, and culturally responsive.

### W. Approaches and Tools

- The school provides information related to curriculum, instruction, and assessment through printed materials, on-line resources, parent/family conferences at varying times, and informational sessions at varying times and in varying modes.
- Ongoing, two-way verbal, written, digital, and personal communications are used to improve services and programs.
- School leadership monitors and evaluates the effectiveness of its communication strategies.

### X. Cultural Responsiveness

- The school arranges flexible meetings and formats to address family and community needs.
- School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations, and belief systems.

## Standard 10: Engagement

The school works collaboratively with families and community organizations to strengthen student, staff, family, and community learning.

### Y. Learning Opportunities

- Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
- Families, students, and community members actively participate as integral members of the school improvement process.
- Families and community members participate actively on committees to provide input on decisions that support student success.

### Z. Partnerships

- There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
- Families and community members are involved in the development of the district and school-level parent involvement plans.

- The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.
- The school extends opportunities for student and family learning by partnering with agencies, business and/or organizations (e.g., local libraries, community colleges, businesses, museums, parks, camps, virtual/online partners, and other venues).

# DISTRICT IMPROVEMENT FRAMEWORK 2.0

March 2014

**MICHIGAN**
**Education** Department of

# <u>Strand I: Teaching for Learning</u>

The district leadership focuses on quality teaching and learning that promotes student achievement for all as its primary purpose.  It ensures an aligned system of curriculum, instruction, and assessment that meets state standards and addresses a commitment to equity and diversity.

## Standard 1: Curriculum

The district leadership has a coherent plan for curriculum, aligned with instruction and assessment, focused on increasing student achievement that aligns with Michigan's standards adopted by the State Board of Education.

**Establish and Ensure Support for Curriculum**

- The district has documentation that all schools' written curriculum are aligned with Michigan's standards as adopted by the State Board of Education.
- The district ensures that curriculum are aligned both horizontally (within the grade or subject) and vertically (across grades).
- The district ensures  that instructional staff have access to guidelines for student accommodations and modifications to the curriculum.
- The district utilizes a systematic and documented process, cycle and timeline to collaboratively review alignment of district curriculum to state standards.
- The district clearly communicates the expectations and outcomes for curriculum to stakeholders (students, staff, parents, community members, partnering agencies, etc.).
- The district monitors for alignment of curriculum and fidelity of implementation at all levels.

## Standard 2: Instruction

The district leadership provides direction, expectations, resources, and monitoring of instructional practices to ensure quality instruction in support of student achievement.

### Establish and Ensure Support for Instruction

- The district monitors and provides direction on effective instructional practices and school/district processes (i.e. collaborative time, student supports and interventions, culture/climate interventions) for their impact on student achievement and educator effectiveness.
- The district supports effective instructional design at every school through district systems and resource allocations (time, finances, materials, equipment, personnel).
- The district provides instructional materials and resources that are research-based and aligned to state standards and district curriculum.
- The district provides technology access and support that enhances instruction and serves as a resource tool for planning and effective instructional delivery.
- The district clearly communicates the expectations and outcomes for quality instruction to stakeholders.

## Standard 3: Assessment

The district leadership ensures that quality assessments are a critical attribute of effective teaching and learning, and maintains a balanced assessment system to validate uniform and comprehensive assessment practices.  The district uses assessment data to inform instructional decisions that impact learning.

### Establish and Ensure Support for Assessment

- The district coordinates the implementation of state assessments and accountability.
- The district creates, documents, implements, and monitors a balanced assessment system aligned to state standards and the district curriculum.
- The district ensures that multiple sources of data are available and used to identify gaps between student groups and/or within the curriculum in every school.
- The district ensures that administrators and instructional staff are assessment literate (knowledgeable about the components and uses of high quality assessments).
- The district systematically analyzes district and school level assessment results, patterns and trends, and provides feedback and support to school educators that impact instructional decision-making and the alignment of school and district improvement planning.
- The district clearly communicates the expectations and outcomes for assessments to stakeholders.
- The district provides technology access and support that serves as a resource tool for a balanced assessment system, monitoring of student progress, and communicating information about students.
- The district supports a structure for instructional staff to collaboratively analyze student data in order to make placement decisions for interventions.

# Strand II: Leadership for Learning

The district leadership collaboratively creates, communicates, and implements a shared vision; provides organizational support and resources to enhance curriculum, instruction, and assessment practices, promotes leadership growth and establishes and models a climate for learning.

## Standard 4: Instructional Leadership

The district collaborates with stakeholders to develop a vision for academic success; and develops policies, practices and systems to identify and support the school instructional leaders in the implementation of that vision.

### Establish and Ensure Support for Instructional Leadership

- The district collaboratively creates, communicates, and sustains a shared vision that is embedded into policies and practices.
- The district communicates through words and actions to stakeholders that its primary focus is success for all students.
- The district ensures that instructional leaders have the skills, support, and resources needed to provide direction and guidance for effective curriculum, instruction, and assessment practices aimed at increasing student achievement.
- The district strategically and intentionally develops instructional leadership capacity within the system.
- District leadership works with school leaders to align the district improvement plan with the school improvement plans.
- District leaders use data to hold themselves and school leaders accountable for progress at all levels.

## Standard 5: A Culture for Learning

The district leadership collaboratively creates, communicates, and sustains a culture for learning.

### Establish and Ensure Support for a Culture for Learning

- The district intentionally models and focuses on creating a culture of mutual respect, collaboration, and high expectations for all.
- Systems and structures are in place to meet the varied needs of students who require specific types of assistance; this assistance is monitored for timeliness and effectiveness.
- The district provides organizational policies and procedures for effective, supportive, emotionally and physically safe learning environments.
- The district creates structures and processes that support continuous, collaborative learning for the adults in the system.
- The district supports the growth of leaders in stakeholder groups:  staff, students, parents, and community through a variety of methods.

## Standard 6: Organizational Management
The district leadership organizes and manages systems and resources to support teaching and learning.

### Establish and Ensure Support for Organizational Management
- The district ensures communication systems at all levels address diversity in language and culture.
- The district aligns its improvement plan to the goals and plans of its schools.
- The district has systems in place to actively attract, recruit, select, and retain high quality staff.
- The district ensures that fiscal, academic, and human resources are allocated to support increased student success.
- There is a district-wide electronic data system used to collect and share data across the schools.
- The district has processes in place for use of multiple sources and types of data to strategically guide district and school planning.
- The district has a system in place to plan, monitor, and evaluate programs, initiatives and strategies.

# Strand III: Professional Learning

The district leadership develops and implements a professional learning system to ensure that all instructional staff have the necessary knowledge, skills, and abilities to support the learning outcomes of all students.

## Standard 7: Professional Learning Culture

The district leadership supports a culture of collaborative professional learning and collective responsibility for continuous improvement for all staff.

### Establish and Ensure Support for a Professional Learning Culture

- The district ensures that there is a system in place for collaborative learning at all levels.
- The district supports effective professional learning at every school that meets the needs of all learners through district systems and resource allocations (time, finances, materials, equipment, and personnel).
- A collaborative culture exists within all schools in the district in which staff support one other through feedback and instructional coaching to implement new learning.
- District personnel engage in new learning and ensure its effective implementation through ongoing monitoring and evaluation.
- District personnel build their own skills and abilities in how to effectively manage their systems and resources in support of teaching and learning through appropriate professional learning.

## Standard 8: Professional Learning System

The district leadership has operationalized a quality system for professional learning focused on long term planning for continuous improvement and professional growth that is on-going, job-embedded, and aligned to student needs.

### Establish and Ensure Support for a Professional Learning System

- The district develops a three to five year improvement plan that identifies priorities for professional learning based on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness.
- The district ensures that professional learning is on-going, job-embedded, data-driven, and collaboratively designed.
- The district creates structures, processes and procedures to support school and classroom level implementation of effective professional learning.
- The district ensures that school leaders evaluate the effectiveness of professional learning in improving teacher practice by collecting evidence of the change in instructional practice and the impact on student achievement.
- The district supports effective professional learning that meets the differentiated needs of all learners through district systems and resource allocations (time, finances, materials, equipment, and personnel).

# Strand IV: School, Family and Community Relations

The district leadership uses effective strategies to communicate, engage and collaborate with families and the community to support student learning.

## Standard 9: Communication

District leadership uses an effective two-way communication system with family and community members to share and gather information from multiple stakeholders to improve services and programs.

### Establish and Ensure Support for Communication

- The district communication plan ensures that district and school communications are responsive to diversity in language, cultural traditions, and belief systems.
- The district monitors its communication plan on an ongoing basis and evaluates its effectiveness at least annually.
- The district provides families and the community with information such as policies, procedures, events, assessment results, curriculum, instruction, and assessment practices.
- The district gathers data from family and community members on a regular and systematic basis to measure the effectiveness of programs and processes that support student learning.
- The district communicates how the information gathered from stakeholders is used to improve services and programs.

## Standard 10: Engagement

The district leadership works collaboratively with families and community members to engage in meaningful activities and decision-making that strengthens student, staff, family, and community learning.

### Establish and Ensure Support for Engagement

- The district provides opportunities for family and community members to participate in district-wide improvement and decision-making processes.
- The district supports school-level volunteer efforts through training and appropriate screening.
- The district ensures that individual schools provide both academic and non-academic volunteer opportunities at varying times.
- In collaboration with schools, families, and the community, the district provides both academic and non-academic programs that support the learning of stakeholders.
- The district establishes, monitors, and evaluates strategic partnerships with community organizations to maximize resources to support the identified needs of stakeholders.